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ABSTRACT

Procedures concerning illegal drug use by college students were investigated at 546 colleges and universities in the fall 1986 Higher Education Survey. Seventy-three percent of the institutions had a written policy on illegal drug use by students, and more than half of them established or revised their policy within the last 5 years. Three-fourths of higher education institutions do not have an explicit, written policy on the use of illegal drugs by faculty and staff. Additional findings include: 43% of the institutions with policies on student use of illegal drugs distinguish in their policies between use/possession and sale/distribution; only 10% of institutions have surveyed their students to estimate the extent of illegal drug use, although 26% plan such a survey; an estimated 55% of institutions have enforced sanctions against student illegal drug use (including counseling, suspension, expulsion, and referral to police); 43% of colleges have a drug prevention program; 10% of higher education institutions now have drug testing program; half of institutions with on-campus housing conduct student room searchers for drugs; and 14% of institutions have on-campus drug abuse treatment programs. The survey questionnaire and technical notes are appended. (SW)

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POLICIES AND PROCEDURES CONCERNING ILLEGAL DRUG USE BY STUDENTS

Bradford W. Chaney
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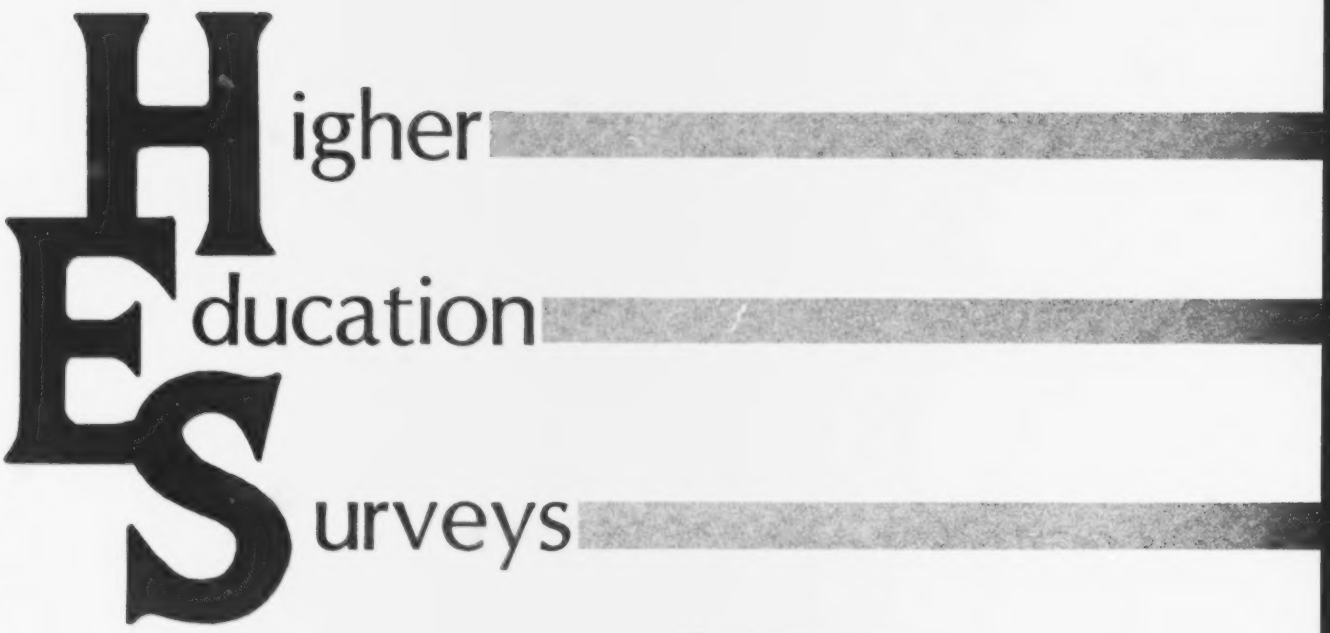

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Higher Education Surveys Report
Survey Number 4
December 1987

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HIGHLIGHTS

Key findings are reported below on policies and procedures concerning illegal drug use by students at higher education institutions drawn from a Higher Education Survey (HES) of 546 colleges and universities conducted in Fall 1986.

Institutional Drug Policies

- About three-fourths (73 percent) of higher education institutions have a written policy on illegal drug use by students; more than half of them established or revised their policy within the last 5 years. Twenty-seven percent of the institutions have no written policy on illegal drug use.

  -- Institutions with no on-campus housing and specialized institutions are least likely to have a drug policy: 44 percent and 51 percent, respectively, do not have policies. Doctoral-granting and highly residential institutions are most likely, with 90 percent or more having written policies.

- Three-fourths of higher education institutions do not have an explicit, written policy on the use of illegal drugs by faculty and staff.

- Fewer than half (43 percent) of the higher education institutions with policies on student use of illegal drugs distinguish in their policies between use/possession and sale/distribution.

  -- Referral to counseling is seldom listed as a penalty for sale/distribution (17 percent) but often as a penalty for use/possession (71 percent); expulsion is almost always listed as a penalty for sale/distribution (90 percent), but less often for use/possession (64 percent). Institutions which do not distinguish between use/possession and sale/distribution tend to list both referral to counseling (56 percent) and expulsion (84 percent) as possible options.

- Institutions of higher education with written illegal drug policies use a variety of means to communicate their policies.

  -- 93 percent describe their policy in the student catalog.

  -- 29 percent describe their policy in other institutional publications.

  -- 48 percent make oral presentations at student orientation.

  -- 43 percent include the policy in student orientation materials.

  -- 15 percent prepare a publication or brochure specifically addressing their drug use policy.

  Only 8 percent of the institutions send letters or other materials to parents of students describing their drug abuse policies and penalties.

Extent of Drug Use and Institutional Actions

- Only 10 percent of institutions have conducted a survey of their students to estimate the extent of illegal drug use, although 26 percent plan such a survey.

- An estimated 55 percent of institutions of higher education have enforced sanctions against student illegal drug use (including counseling, suspension, expulsion, and referral to police). However, relatively few students have been affected; for example:

  -- Students were referred to counseling for drug abuse an average of 2.7 times per school per 1,000 students in 1985-86.

  -- Students were suspended or expelled for drug abuse an average of 0.3 and 0.4 times, respectively, per school per 1,000 students; referrals to police occurred 0.3 times per school per 1,000 students in 1985-86.

Drug Abuse Prevention Programs

- Fewer than half (43 percent) of higher education institutions have a drug prevention program; of those which do, 42 percent established or revised it in the last year.

- Few higher education institutions with prevention programs (12 percent) have evaluated the effectiveness of their prevention programs by surveys.

Drug Detection Programs

- Ten percent of higher education institutions now have drug testing programs; of those which do, two-thirds were established or modified in the last year.

  -- Of those with testing programs, 78 percent test athletes.

- Half of institutions with on-campus housing conduct student room searches for drugs.

Drug Abuse Treatment Programs

- Few institutions (14 percent) have on-campus drug abuse treatment programs.

- Thirty percent of institutions have self-help groups concerned with drug abuse that meet on their campuses.

Higher Education Surveys

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INTRODUCTION

Illegal drug use has increasingly become a national issue. Some drugs, and marijuana in particular, receive widespread usage; other drugs, such as cocaine, once were relatively rare but now show rapid gains in usage.

Particular concern has been expressed over use of drugs by students and young adults. Often, these groups show the highest rates of drug use. Among college students in 1985, 42 percent had used marijuana in the last 12 months, and 17 percent had used cocaine.[1] An estimated 30 percent of all college students will have used cocaine at least once before graduating.[2] In response, many efforts have been directed toward reducing or preventing student drug use: these include efforts by Nancy Reagan, Secretary of Education William Bennett, and the recent report, Schools Without Drugs.[3]

This survey, requested by the Department of Education through the Higher Education Surveys (HES) system, was designed to collect information on how higher education institutions approach illegal drug use by students. Another form of substance abuse, namely alcohol abuse, was not covered in this survey. Information was collected on institutions' written policies, including the means of communicating those policies and the sanctions employed, on the use of drug testing, and on the existence and nature of prevention and treatment programs. The survey was conducted in Fall 1986 and focused on the 1985-86 and 1986-87 school years. The response rate was 98 percent. Additional information on the design of the survey is provided in Appendix B, and a copy of the questionnaire is located in Appendix C.

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[1] National Institute on Drug Abuse, NIDA Capsules, July 1986, p. 1.

[2] Institute for Social Research, University of Michigan, press release, July 7, 1986, p. 6.

[3] U.S. Department of Education, 1986.

The data in this report are presented for higher education institutions overall, and typically also are broken down by the following categories:

- Institution control
  - -- Public
  - -- Private
- School enrollment size
  - -- Small (less than 1,000 students)
  - -- Medium (1,000 - 4,999 students)
  - -- Large (5,000 or more students)
- Institutional type
  - -- Doctoral
  - -- Comprehensive
  - -- Baccalaureate
  - -- Specialized
  - -- Two-year
- Percentage of students living on campus
  - -- 0 percent
  - -- 1-49 percent
  - -- 50 percent or more

These classifications are defined in Appendix B. Although most of these categories are relatively self-explanatory, two categories which may not be easily recognized are comprehensive schools, which offer diverse post-baccalaureate programs but do not engage in significant doctoral-level education, and specialized schools, which offer only a limited number of degrees in professional or specialized areas such as law or medicine. Since these institutional characteristics are interrelated, response patterns for certain school types resemble each other. For example, most doctoral schools are large, and to a lesser degree, public; thus responses in all three of these categories may be expected to show similarities.

Unless otherwise specified, data reported in the text refer to "total" figures (all schools grouped together). In cases where "skip patterns" were used (e.g., institutions were requested to skip certain questions if they did not have written drug use policies), percentages

refer to the percent of institutions responding to the relevant question, not the percent of all institutions. In such cases, the appropriate subgroup is defined in the text and in the footnotes to the tables in Appendix A.

The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, numbers in the tables and text have been rounded. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

INSTITUTIONAL POLICIES ON DRUG USE

The setting of policies concerning student drug abuse has raised important questions for higher education institutions. For elementary and secondary education levels, it is expected that schools will provide a high level of supervision and control. Higher education institutions, on the other hand, have students who typically are legally adults and who expect a high degree of independence. For some students who have recently graduated from high school and who have never before lived independently, higher education institutions are sometimes expected to have a modified parental role, providing advice and possibly supervision. However, other students are clearly independent and would resent any interference by their educational institutions.

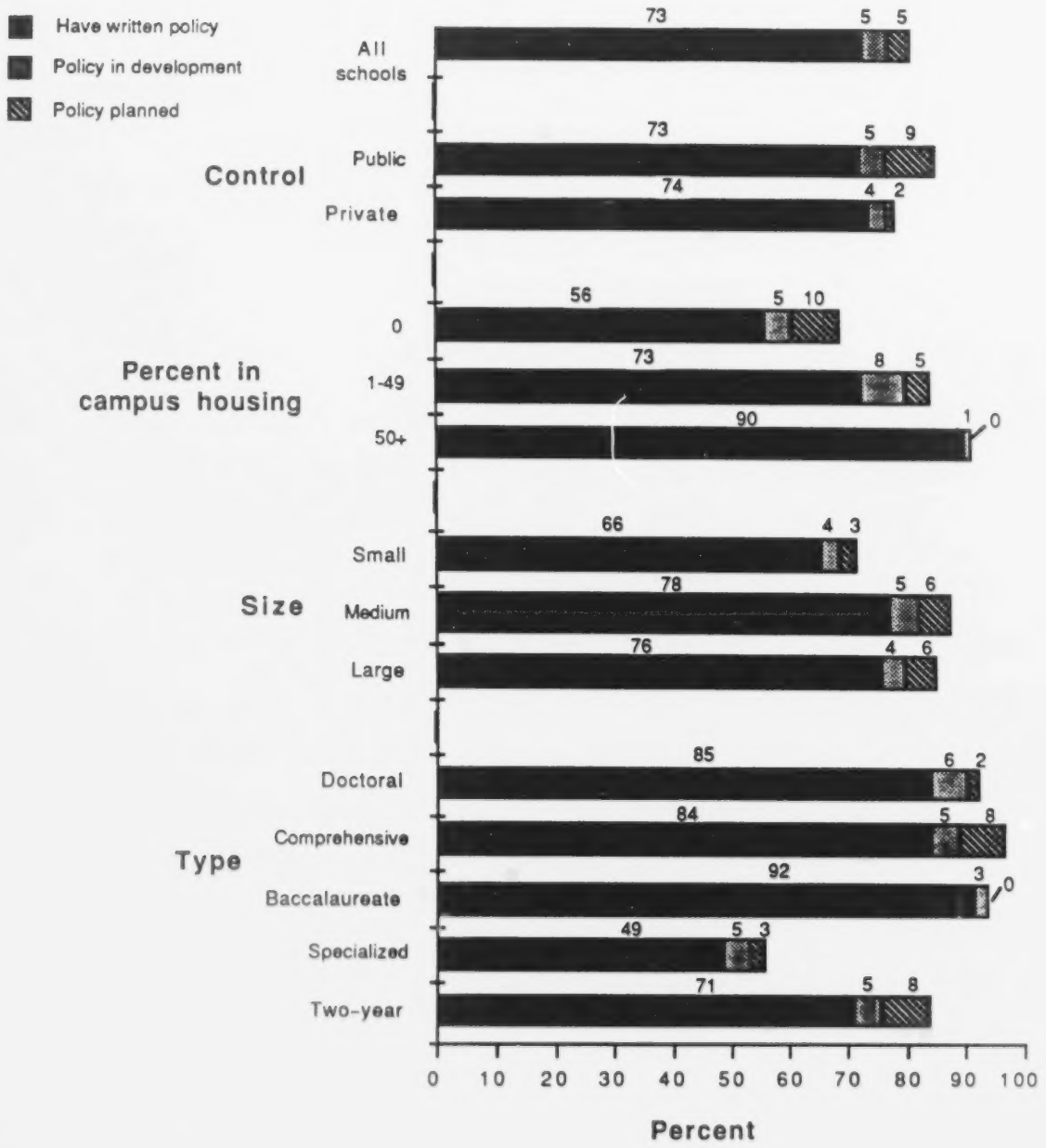
Thus institutions must balance the expectation of some supervision with the desire of students for independence; they must also allow for legal restrictions on drug use and possible legal liability either for institutional actions concerning drug use or for students who might suffer physical harm while using illegal drugs on campus.

The Existence of a Written Drug Use Policy

Among all higher education institutions, 73 percent currently have a written drug use policy and an additional 10 percent plan to establish one (Figure 1). However, the likelihood of having a written policy varies depending on the type of institution. Among doctorate-granting, comprehensive, and baccalaureate schools, over 90 percent either have a written policy or are planning to establish one. Specialized schools are the only category of schools with less than a majority having written policies; 49 percent have written policies, while 43 percent neither have a policy nor plan to establish one. Other institutions which show relatively low rates of having written policies are completely nonresidential schools (56 percent) and small schools (66 percent).

Figure 1

Percent of colleges and universities with a written policy on illegal drug use, by institution characteristics: United States, 1986-87

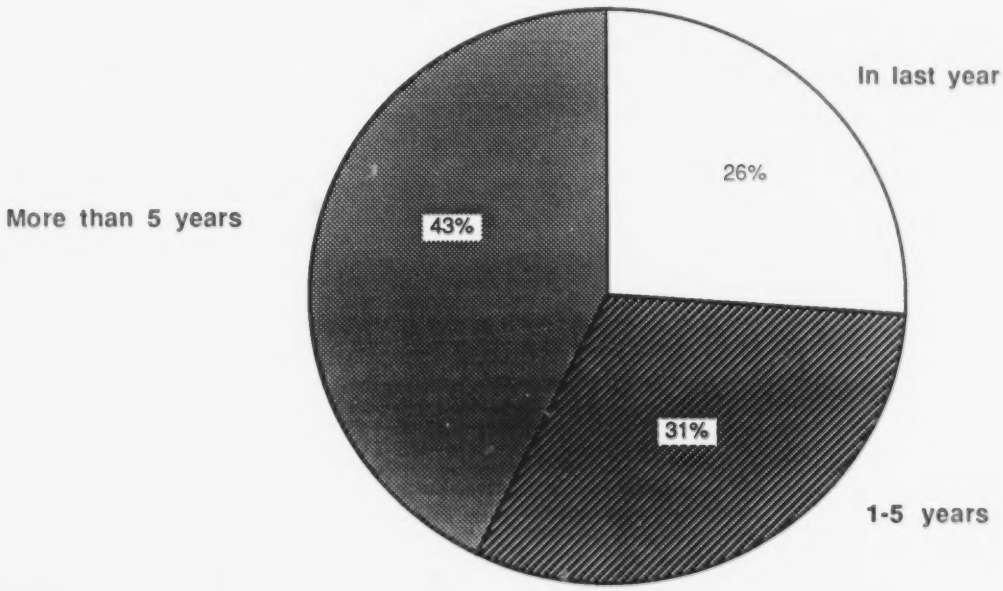


While institutions commonly have written drug use policies concerning students, institutions are much less likely to have policies on faculty/staff drug use (Appendix Table A-2). Roughly one-fourth of all institutions have faculty policies. Also, there is little variation among different categories of institutions in the likelihood of having faculty/staff policies. Except for specialized institutions (among which 7 percent have faculty policies), all groups of institutions have rates within 10 percent of the overall rate.

Most institutions either have recently instituted or revised their policies, or plan to do so. One fourth of existing policies were instituted or revised in the last year, and three-fifths in the last five years (Figure 2); of the remaining schools with policies, 20 percent are currently planning revisions (not shown in tables). Overall, 27 percent of those institutions with policies are currently planning revisions (Appendix Table A-1).

Figure 2

Year of establishment or last revision of written policy on illegal drug use: United States, 1986-87



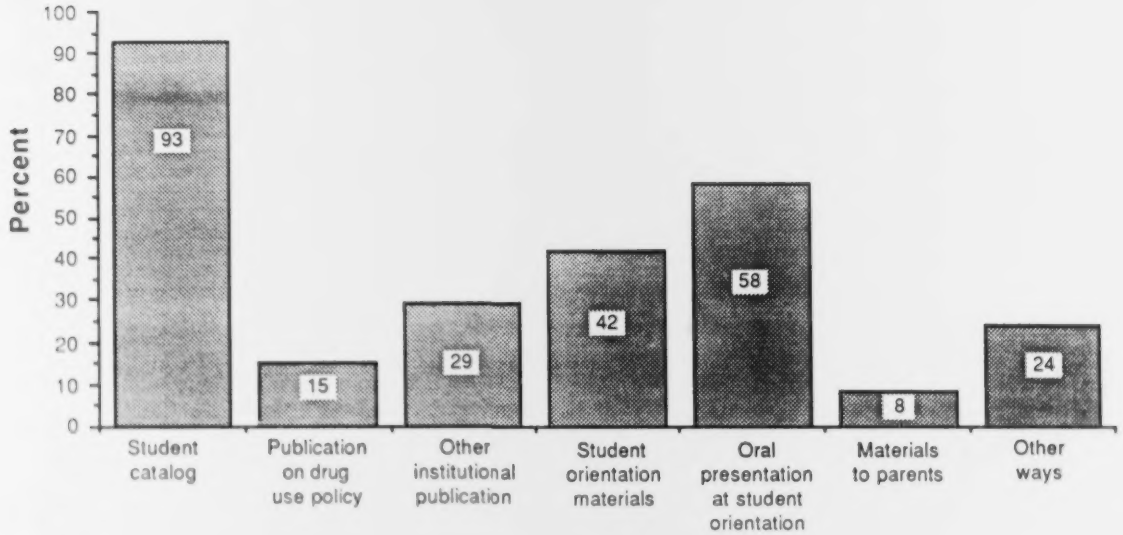
Method of Presentation

The survey also obtained information on the prevalence of various means of presenting drug use policies. Typically, drug use policies were presented within the context of explaining all school policies, rather than focusing on drug use alone. The single most common method of presentation in 1986-87 was through student catalogs, which was used by 93 percent of the institutions with drug use policies (Figure 3). The next most common methods were through an oral presentation at orientation (58 percent) and through student orientation materials (42 percent). Seldom was there a specific publication on drug use policy (15 percent), and seldom were parents sent materials (8 percent).

In general, most categories of institutions were similar in their choice of methods of presentation. One exception is that doctoral institutions not only used the most common methods of presentation, but also used additional methods that were infrequently used by other schools. For example, 31 percent of doctoral institutions had a publication/brochure which

Figure 3

Method of presentation of policy on illegal drug use to students/parents in 1986-87: United States, 1986-87



specifically addressed their drug use policy, compared with 15 of higher education institutions overall (Appendix Table A-3). Also, 42 percent of doctoral institutions used other methods besides the six listed in the questionnaire to communicate their policies (e.g., residence hall meetings, educational programs, guest speakers, etc.), as compared with 24 percent overall.

Components of Written Drug Use Policies

Institutions vary in the components which were listed as part of their written drug use policies. The single most common component was sanctions to be imposed in cases of drug use violations, which were specified by 77 percent of the institutions with written drug use policies (Appendix Table A-4). Other common components were stating the State or Federal laws and penalties concerning illicit drug use (56 percent) and the provision of information on student rights (53 percent). Much less common were separate provisions for on- and off-campus drug use (12 percent) and drug testing policies or procedures (7 percent).

Institutions were also asked whether the following actions/sanctions were specified in their drug use policies: referral to counseling or treatment, termination of a campus housing contract, suspension, expulsion, and referral to police. However, it should be noted that, in listing an action as part of its policy, an institution was not necessarily committing itself to actually implement that action. Rather, the actions may be considered as options available for the institution's use. Typically, several of these actions were listed within the institution's written policy, and any one might be applied (or no actions might be applied). For example, 87 percent listed suspension as an action and 87 percent listed expulsion, yet it would make no sense to apply both suspension and expulsion to the same infraction (Appendix Table A-6). Actually, it will later be noted that the application of these actions is quite rare.

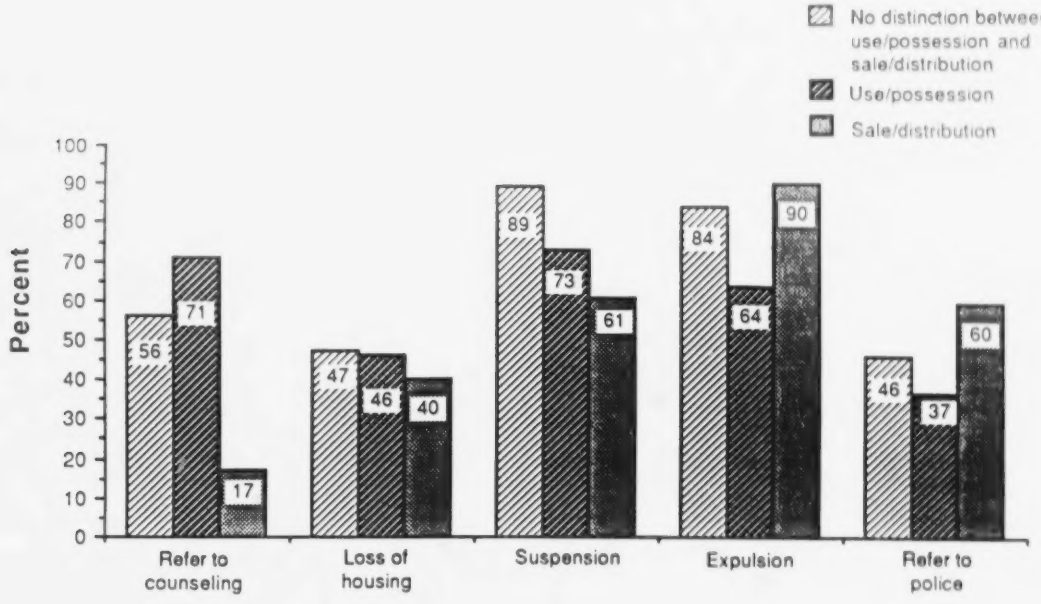
In specifying sanctions for illicit drug use, 43 percent of the institutions distinguished between use/possession and sale/distribution (not shown in tables). In general, distinguishing between use/possession and sale/distribution had only a slight effect in softening

the available sanctions for use/possession, while it worked primarily to assure that sale/distribution incurred strict penalties (Figure 4; Appendix Table A-5). However, this distinction must be considered in the context of institutions' ability to choose whether to apply sanctions, and which of a range of sanctions to apply in a specific case. Institutions may choose not to distinguish between use/possession and sale/distribution in their written policy and still retain the option of allowing the distinction to influence the ultimate sanction imposed. A failure to distinguish between use/possession and sale/distribution thus may simply reflect an institution's wish to retain flexibility in its application of sanctions. Thus, there do not appear to be great differences in overall policy among the two types of schools.

For simplicity, the distinction between use/possession and sale/distribution will be ignored when comparing characteristics of institutions. This procedure will make little difference since institutions which distinguish between use/possession and sale/distribution tend to list the same overall range of actions/sanctions as those which make no distinction.

Figure 4

Actions/sanctions specified in drug use policies: United States, 1986-87



All five actions were specified by a majority of institutions, with suspension and expulsion being the most frequently listed at 87 percent (Appendix Table A-6). Suspension and expulsion were listed relatively uniformly, with all categories of schools within 11 percent of the overall results. Termination of housing showed the most variation among types of schools (e.g., from 9 percent at institutions with no on-campus housing to 63 percent at institutions with 50 to 100 percent of the students in on-campus housing), primarily because some schools have no on-campus housing (although there may still be affiliated housing). Finally, institutional size showed a significant relationship with specifying sanctions, with large schools at or above the overall results in every action, and small schools at or below the overall results for every action.

As noted above, the specification of actions or sanctions within a written policy is not the same as the application of sanctions. A separate item in the questionnaire asked the number of times in which four of these actions had been applied in 1985-86, and the actual use of these actions was quite rare compared to the number of students attending these institutions. Referrals to counseling were the most frequently applied action, occurring 13,800 times, yet schools referred students to counseling a mean of only 2.7 times per 1,000 students enrolled (Appendix Table A-7).[4] Suspension, expulsion, and referrals to police were all less frequent; each was applied less than once per every 1,000 students enrolled. A total of 55 percent of all institutions reported applying at least one of these four actions in 1985-86, for a total of 18,800 actions, representing a mean of 3.8 times per institution per 1,000 students enrolled that one of these actions was applied (or 1.5 times per 1,000 students enrolled across all instructions). These rates may be contrasted with the drug use rates in 1985 among college students found by The National Institute on Drug Abuse (NIDA) and reported on page 1; namely 42 percent had used marijuana in the last 12 months, and 17 percent had used cocaine. However, the NIDA rates do not necessarily reflect the use of illegal drugs on-campus, and probably particularly not among those who live off-campus. In fact, the use of illegal drugs should be considered a nationwide

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[4] There are several ways of computing the mean per 1,000 students enrolled. The mean per school per 1,000 students was 2.7. Summing across all institutions and then computing the mean, the mean was 1.1 among all institutions, and 2.3 among institutions which had performed at least one referral for counseling during the 1985-86 school year. However the mean is computed, though, a relatively small number of students were affected. Because the focus of this report is on institutions and their policies rather than on students, the means reported here will be means per institution.

(and particularly young adult) phenomenon rather than as a problem of college students alone; there is essentially no difference in the annual prevalence of illegal drug use between college students and others of the same age.[5]

While there were variations among institutions in the rates of applying these actions, the rates remained low for all categories. For example, small schools were more likely to refer students for counseling or treatment than were large schools (a mean of 3.4 times per 1,000 students enrolled, compared with 1.4), and baccalaureate schools were more likely to refer to counseling than specialized schools (means of 4.7 and 1.2 times per 1,000 students respectively). Typically, the difference between the maximum and minimum in any one category (institutional control, residence, size, or type) amounted to less than 1 time per 1,000 students.

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[5] National Institute on Drug Abuse, Drug Use among American High School Students, College Students, and Other Young Adults: National Trends Through 1985, p. 179.

MEASUREMENT AND DETECTION OF DRUG USE

Drug use is generally a private activity, and it is difficult to estimate the actual extent of drug use. Thus, higher education institutions have few means of estimating drug use, and might normally be expected only to become aware of cases when the students become disruptive. A small proportion of higher education institutions have conducted student surveys to estimate the extent of drug use, and some institutions conduct drug testing programs, though drug testing is normally targeted at only a limited number of the students enrolled. A third activity, room searches, applies only to schools with on-campus housing; 50 percent of those schools (or 34 percent of all higher education institutions) conduct room searches for drugs (not shown in tables).

Surveys to Estimate Drug Use Rates

The use of surveys to estimate the rate of student drug use is still infrequent, though an increasing number of institutions are indicating future plans to conduct surveys. Overall, only 10 percent of institutions have conducted surveys, and 26 percent planned to conduct surveys within the next year.

Those institutions which had conducted surveys were asked to indicate the extent of drug use in several categories. Because only a small number of institutions had conducted surveys and responded, the data may not be considered a reliable indicator of the actual extent of drug use at higher education institutions. For example, the fact that institutions chose to conduct surveys may be a result of those institutions facing unusually high rates of drug use, or of having unusually strong policies toward drug use, so results from those institutions may not be representative of higher education institutions as a whole. There also may be biases in whether or not schools chose to report the rates of drug use they had found. The data are reported in Appendix Table A-8, but should not be interpreted as national estimates. More reliable data may be found in the NIDA report discussed above.

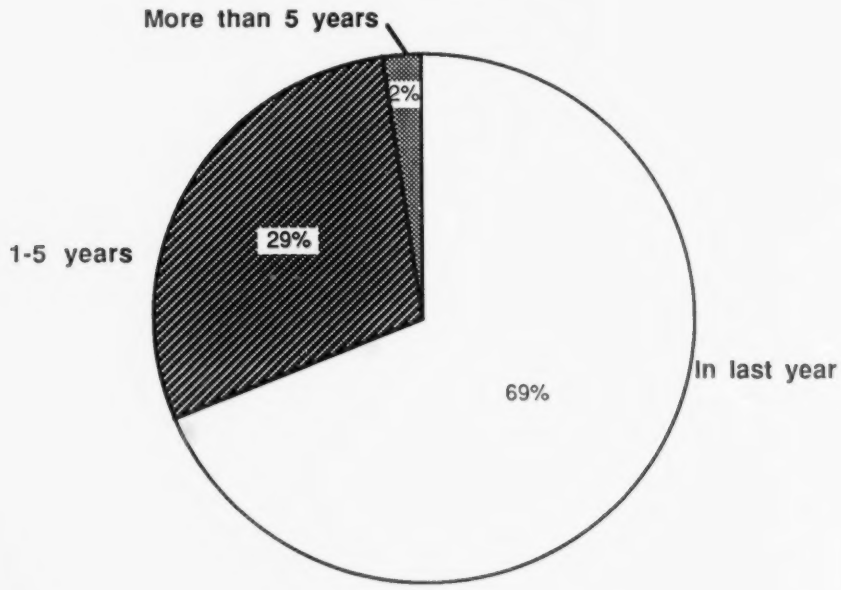
Drug Testing Programs

Drug testing programs are a much stronger method of detecting drug use, since they do not depend on student self-reports and they provide a means of identifying specific students who use illegal drugs. However, while a survey may reflect usage rates among the entire student body of an institution, drug testing typically affects only selected portions of the student enrollment.

Ten percent of higher education institutions have drug testing programs (Appendix Table A-9). One indicator that this may rapidly change is that those programs which are in existence were either established or revised very recently (69 percent in the last year -- see Figure 5). If other institutions are reevaluating drug testing as much as those currently with drug testing programs, or if this survey caught the beginning of a trend toward a greater use of drug testing, the number conducting drug testing may increase.

Figure 5

Year of establishment or last revision of drug testing program:
United States, 1986-87



In 1985-86, an estimated 24,300 drug tests were performed -- a mean of 1.7 drug tests per school per 1,000 students (Appendix Table A-7). This number, however, cannot be equated with the number of students who have received drug testing, since some students (particularly athletes) may be tested multiple times in one year.

Where used, drug testing was typically applied to only a small subset of students. Only 3 percent of schools with drug testing performed testing on all students, while some of the specific groups tested were athletes, students found in possession of drugs, and students suspected of drug use (Appendix Table A-9). Seven percent of the schools with drug testing did not specifically require testing of any group, but left testing optional. The most frequent use of drug testing was for athletes; 78 percent of institutions with drug testing had testing programs for athletes, while no other group was tested by more than 10 percent of the schools with drug testing programs.

Drug testing programs were most common in doctoral institutions, where close to half (44 percent) had such programs (Figure 6). (These include large National Collegiate Athletic Association schools which test athletes.) Comprehensive schools (23 percent) and large schools (21 percent) were the only other categories of schools where more than 20 percent had drug testing programs.

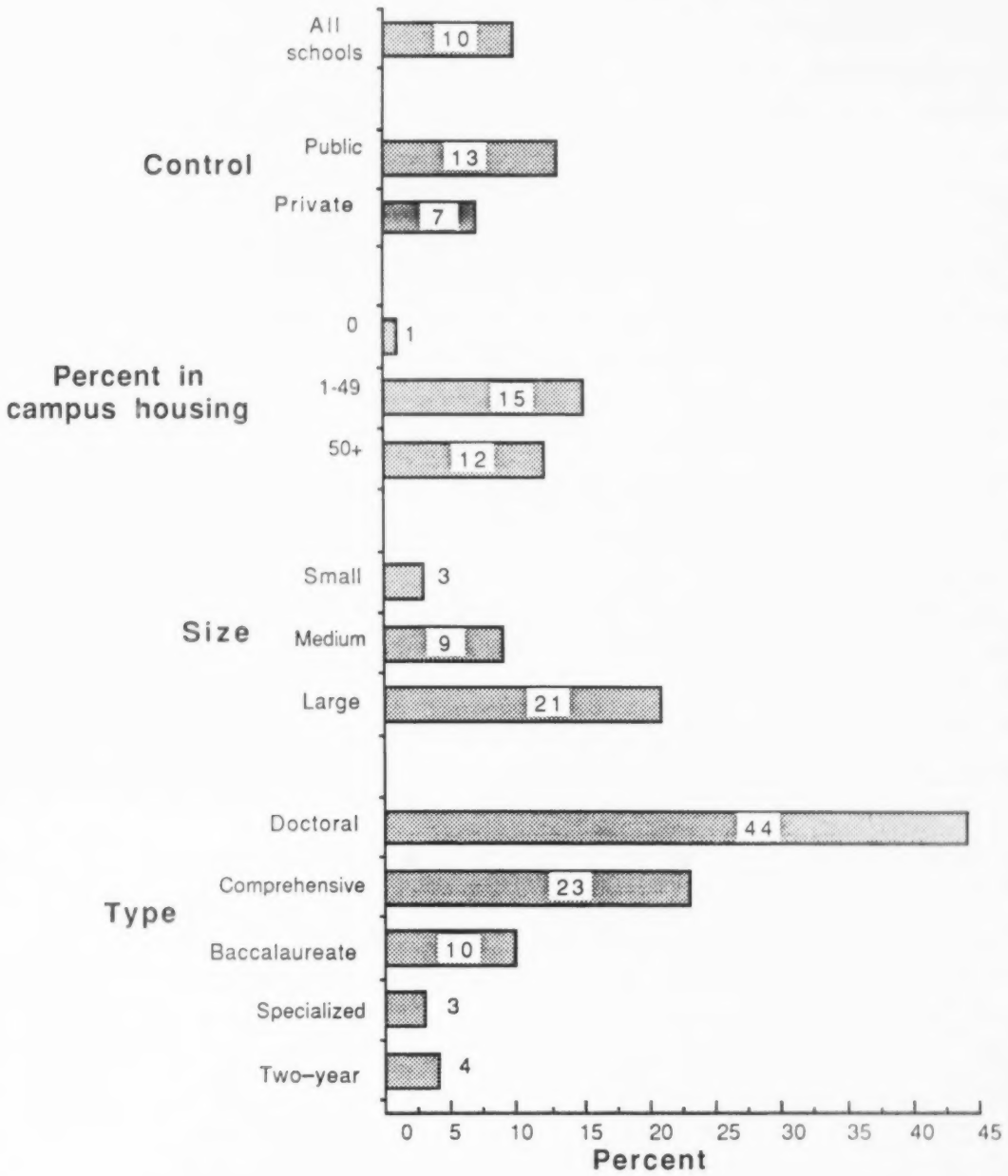
Lawsuits

One potential restraint on institutional actions or sanctions concerning student drug use is the possibility of facing lawsuits. For example, one institution in the sample stated that it was facing a lawsuit charging that its drug testing program was discriminatory because it was directed only towards athletes.

If the possibility of lawsuits does serve as a restraint, this survey indicates that the restraint is more from the potential for lawsuits than from actual experience with them. Less than one percent of the institutions stated that a lawsuit had been filed against them in the last year, and only one percent stated a lawsuit had been been filed in the last five years (Appendix Table A-10).

Figure 6

Percent of colleges and universities with drug testing programs, by institution characteristics: United states, 1986-87



DRUG USE PREVENTION PROGRAMS

Drug use prevention programs are more common among higher education institutions than drug testing or drug treatment. By preventing problems before students can be hurt by drugs or educational activities are disrupted, prevention programs offer many benefits for both students and institutions; moreover, because drug use prevention is based on supplying information to students rather than imposing sanctions or mandating drug testing, there is less invasion of student privacy and less danger of lawsuits.

Existence and Date of Establishment

Next to the establishment of written drug use policies, drug use prevention programs are the most common form of drug program in higher education institutions. Among all schools, 43 percent had prevention programs (Figure 7). Prevention programs were related to the size of the institution and to institution type. Thus, 58 percent of large schools had prevention programs, compared with 28 percent of small schools. Specialized and two-year schools were less likely to have prevention programs (30 percent), then doctoral, comprehensive, and baccalaureate institutions (56 to 81 percent).

The majority of drug use prevention programs have been recently established or revised; 42 percent of higher education institutions established or revised their programs within the last year, and an additional 32 percent within the last five years (Figure 8). In all categories of institutions with prevention programs, a majority have established or revised their programs within the last five years (Appendix Table A-11).

Figure 7

Percent of colleges and universities with drug prevention programs, by institution characteristics: United States, 1986-87

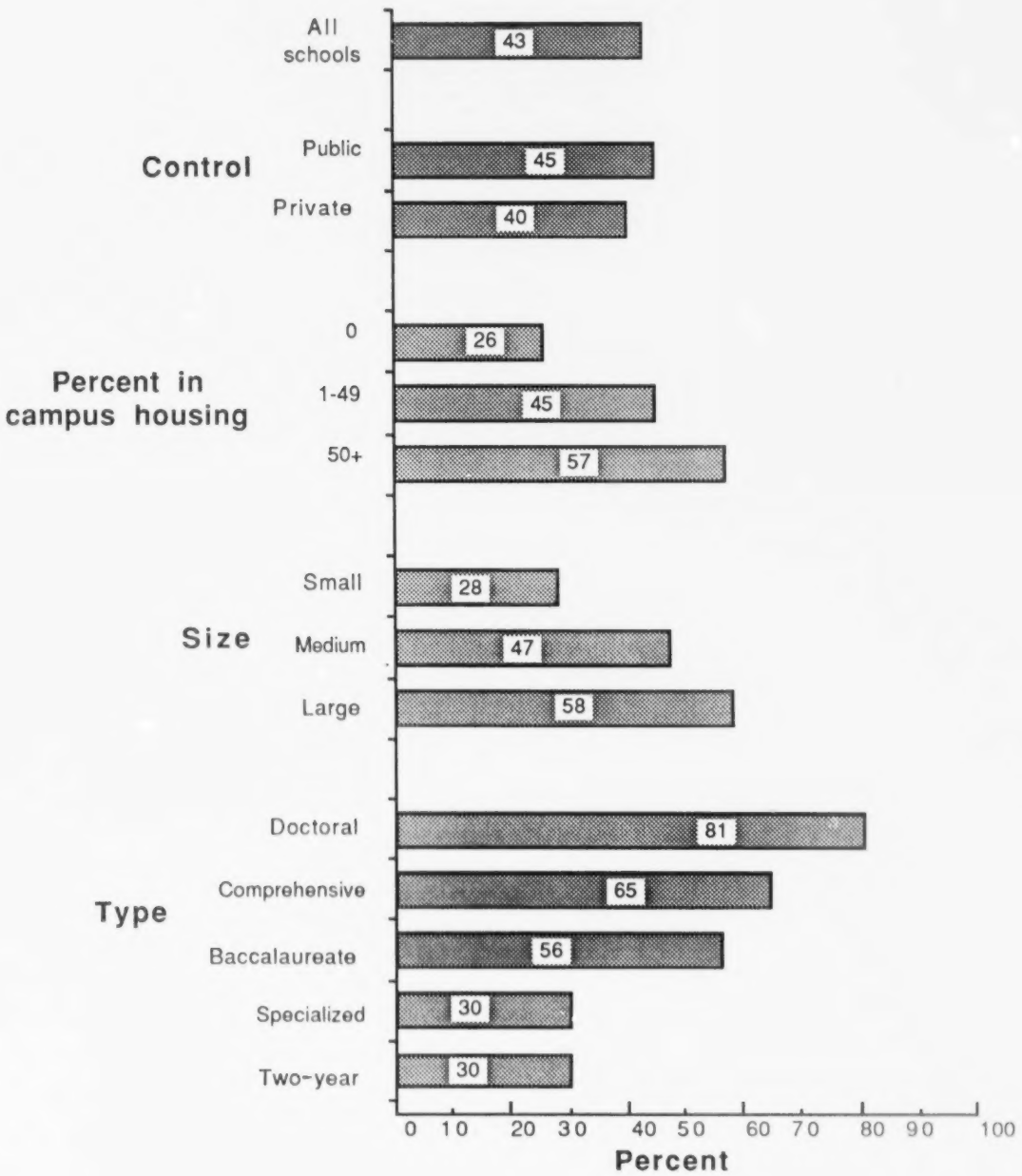
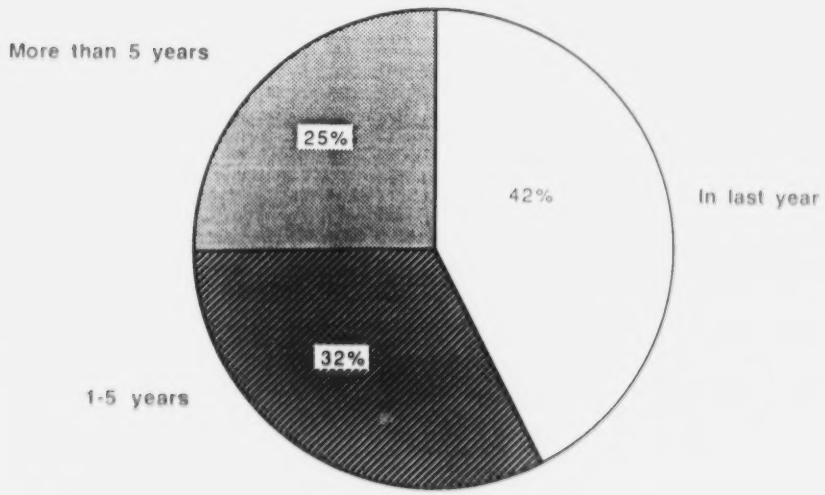


Figure 8

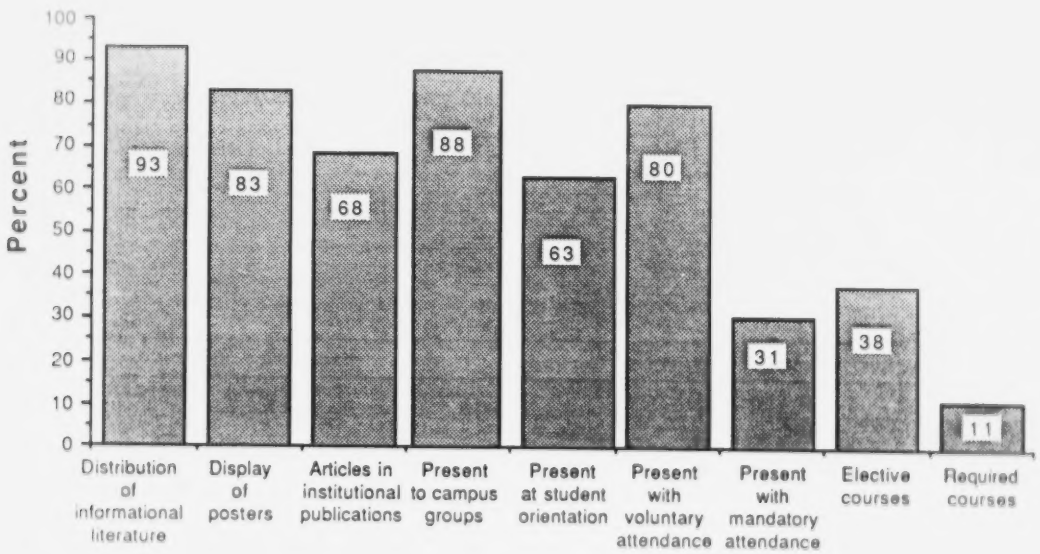
Year of establishment or last revision of drug use prevention program:
United States, 1986-87



Note: Percents do not add to 100 because of rounding.

Figure 9

Activities included in drug use prevention programs:
United States, 1986-87



Nature of Drug Use Prevention Activities

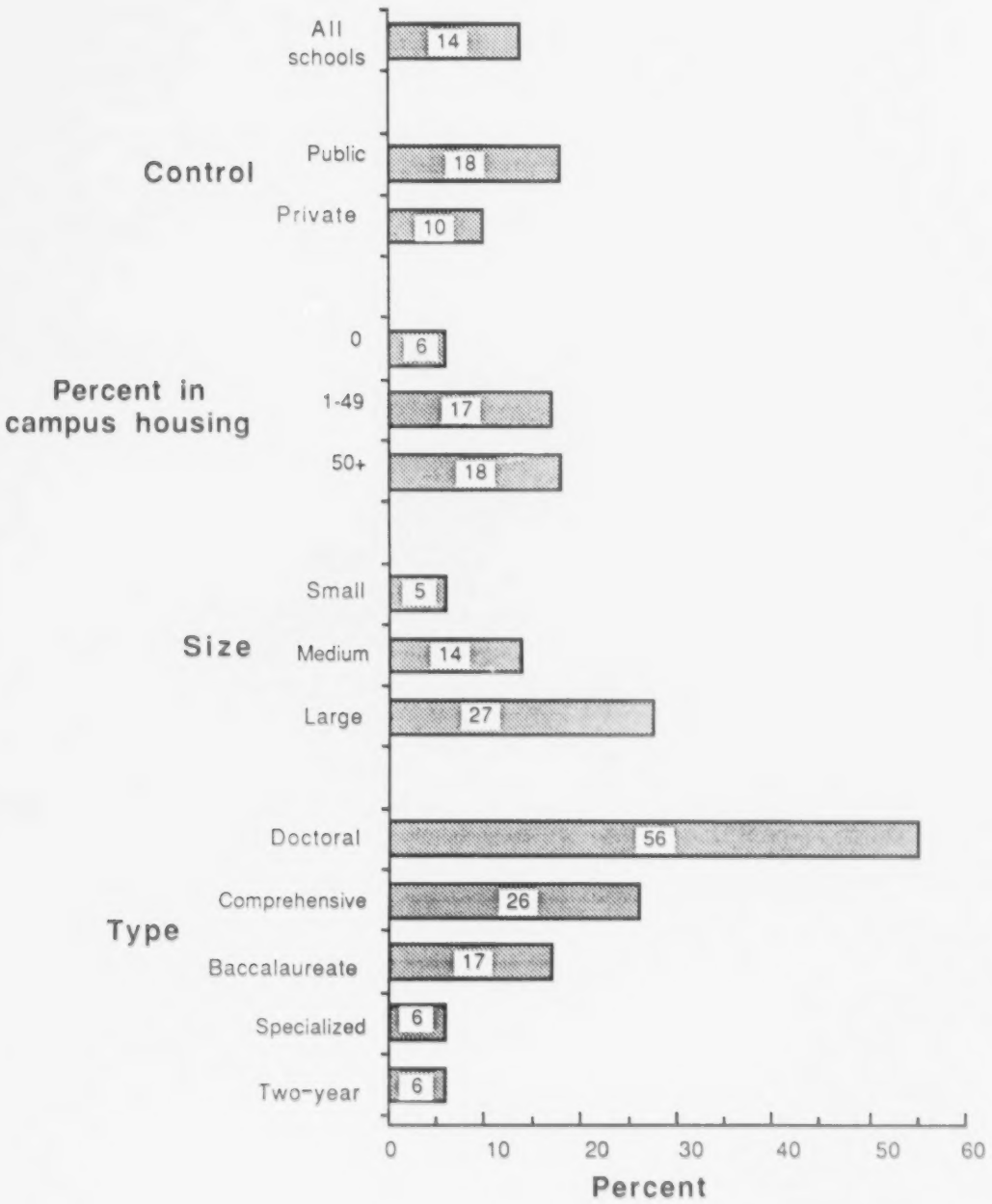
The most frequent activities aimed at drug use prevention were distribution of informational literature (93 percent), presentations to campus groups (88 percent), display of posters (83 percent), and presentations with voluntary attendance (80 percent; Figure 9). It might be noted that these activities were all aimed at making information available and were voluntary. Mandatory activities, on the other hand, were less common. Only 31 percent of schools with prevention programs included presentations with mandatory attendance, and 11 percent required courses concerning drug use.

The types of prevention activities offered were related to institutions' size and control status. For every activity but presentations at student orientations, large schools were equally or more likely to perform the activity than small schools, and public schools were equally or more likely to perform the activity than private schools (Appendix Table A-12). While there were also variations among categories of schools for other specific activities, in general the variations were not large.

Prevention activities may be difficult to evaluate because of the voluntary nature of most activities and because institutions' focus in drug use prevention is on making information available. Many institutions do not know the rate of student drug use (as noted above, only 10 percent of institutions have performed surveys to estimate the rate of drug use), and the remainder may not know whether prevention activities have had an effect on student drug use. Twelve percent of institutions with prevention programs have evaluated the effectiveness of their prevention programs, either through surveys of students or program participants or through studies of the change in the number of disciplinary actions (Appendix Table A-11). However, testing of the effectiveness of prevention programs will increase: 31 percent planned to conduct a study within the next year.

Figure 10

Percent of colleges and universities with drug treatment programs, by institution characteristics: United States, 1986-87



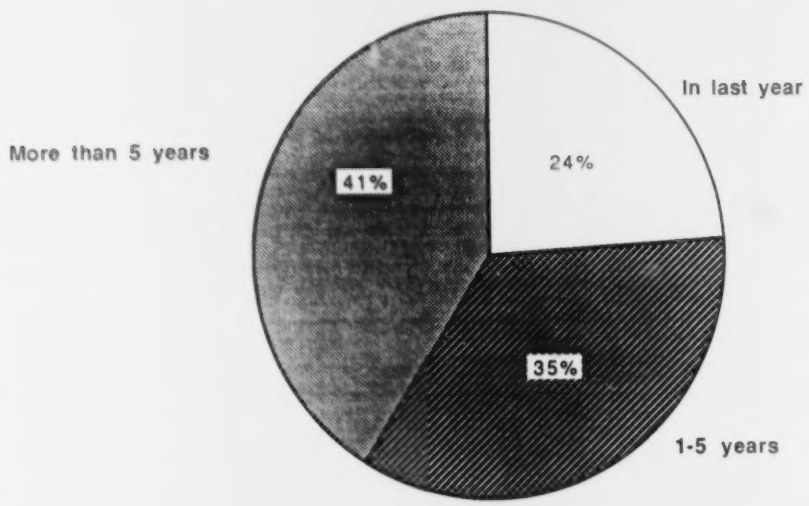
DRUG USE TREATMENT PROGRAMS

On-campus drug use treatment programs were less common than prevention programs; this might be because treatment requires considerably more resources and involvement than the provision of information through presentations or literature. Only 14 percent of higher education institutions had on-campus treatment programs, and treatment programs were rare for most categories of schools (Figure 10). The exceptions were doctoral institutions, where a majority (56 percent) offered treatment programs, and comprehensive schools (26 percent) and large schools (27 percent); for all other categories, less than 20 percent of institutions had treatment programs.

On-campus treatment programs were likely to have been recently established or revised, although less so than prevention programs. Thus, 24 percent had been established or revised in the last year, and an additional 35 percent in the last five years (Figure 11; Appendix Table A-13). Thus, a majority of treatment programs were established or revised within the last five years.

Figure 11

Year of establishment or last revision of drug use treatment program: United States, 1986-87



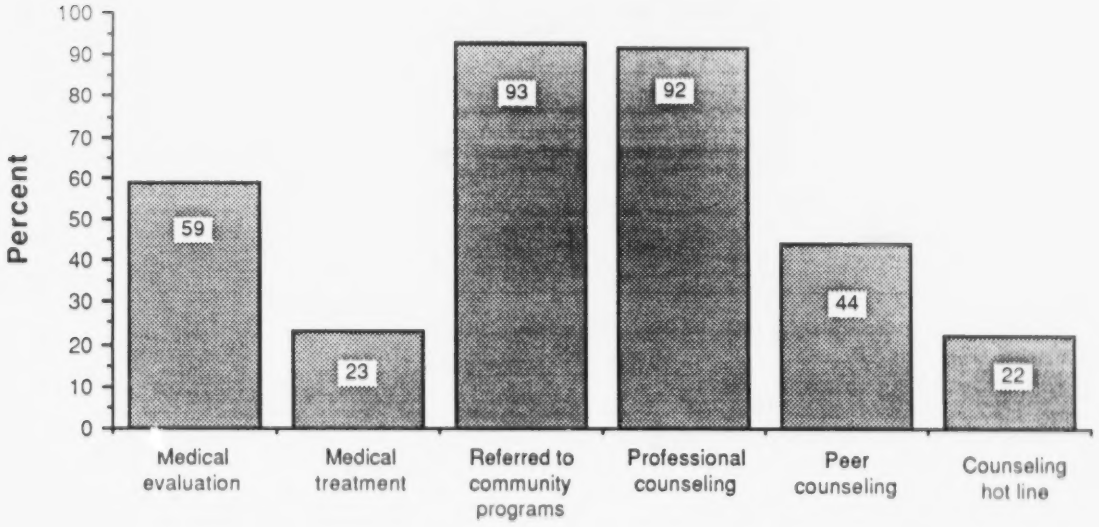
Elements of Drug Use Treatment Programs

Over 90 percent of drug use treatment programs included referral to community programs (93 percent) and professional counseling (92 percent; Figure 12). More than half (59 percent) offered medical evaluation, and 44 percent offered peer counseling. Less common were medical treatment (23 percent) and a counseling hot line (22 percent).

Many institutions which did not have treatment programs as such still had self-help groups which met on campus. A total of 30 percent of all higher education institutions had self-help groups which met on campus, twice the number of institutions with drug treatment programs (Appendix Table A-14).

Figure 12

Activities included in drug use treatment programs:
United States, 1986-87



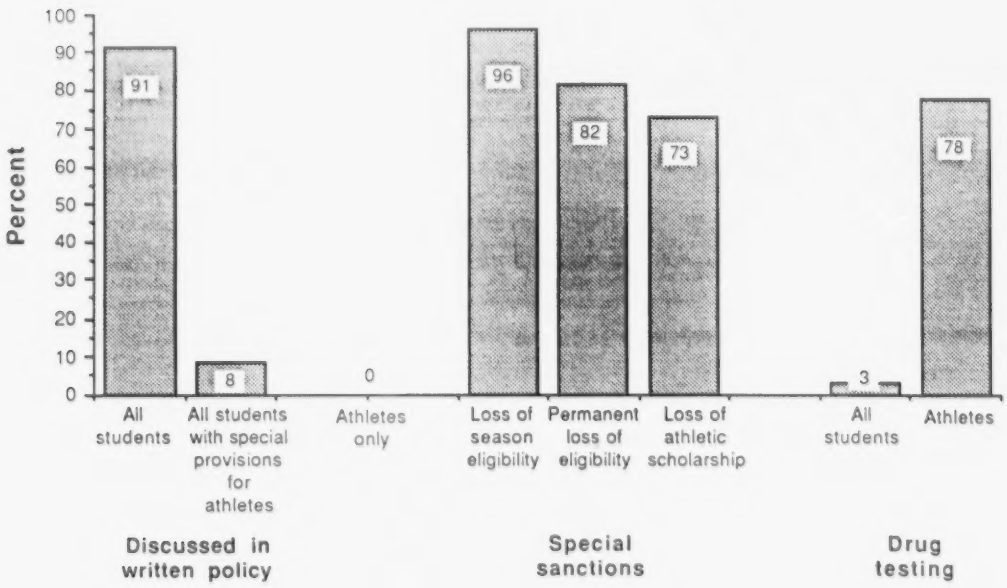
SPECIAL PROGRAMS FOR ATHLETES

Athletes form a special group that is frequently singled out to receive special attention in institutions' drug use programs. Because athletes may use drugs to enhance their performance and because the use of drugs may affect athletes' safety in athletic activities, institutions have special reasons for controlling drug use by athletes; further, the fact that athletes often require medical examinations gives institutions the opportunity (and, perhaps, legal responsibility) to better monitor illegal drug use. Institutions also have more options available in approaching student drug use by athletes, since they may deny eligibility for athletic participation or revoke athletic scholarships.

Among those institutions with written drug use policies, 8 percent had special provisions aimed at athletes (Figure 13; Appendix Table A-15). Typically there were written policies for all students but additional special provisions for athletes. For less than 1 percent of those with written policies, the written policies were aimed at athletes only.

Figure 13

Special programs concerning drug use by athletes:
United States, 1986-87



Among the schools with sanctions included in their written policies, 9 percent had special sanctions for athletes: these included loss of season eligibility (96 percent), permanent loss of eligibility (82 percent), and the loss of an athletic scholarship (73 percent).

Athletes were also overwhelmingly the most common subjects of drug testing. Among schools with drug testing, 78 percent had testing of athletes, in comparison with only 3 percent which tested for all students and no more than 10 percent which tested any other specific group of students.

APPENDIX A

Detailed Tables

Table A-1.--Percent of institutions with written policy on drug use, date of creation or last revision, and plans for revised written policies, by institution characteristics: United States, 1986-87

Institution characteristic	Number of institutions	Percent with policy	Created or last revised (percent)*			Plan revisions (percent)	
			In last year	1 - 5 years ago	More than 5 years ago	Currently have policy*	Have no policy
All institutions	3,280	73	26	31	43	27	36
Control							
Public	1,480	73	24	32	44	28	51
Private	1,800	74	29	30	42	27	23
Residence on campus							
0%	1,080	56	22	30	48	20	35
1-49%	1,130	73	29	33	38	31	46
50-100%	1,070	90	27	29	43	29	9
Size							
Small	1,210	66	26	29	45	21	20
Medium	1,310	78	25	34	41	30	52
Large	750	76	30	27	43	30	45
Type							
Doctoral	170	85	21	35	44	33	58
Comprehensive	420	84	35	31	34	32	78
Baccalaureate	710	92	28	37	34	40	38
Specialized	650	49	23	19	57	15	15
Two-year	1,330	71	24	29	47	20	44

Note: Details may not add to total, and percentages may not add to 100 because of rounding.

*Percentages are based on institutions with written policies on drug use.

Table A-2.--Institutions with policy on faculty/staff drug use, by institution characteristics: United States, 1986-87

Institution characteristic	Institutions with policy	
	Number	Percent
All institutions	780	24
Control		
Public	380	26
Private	400	22
Residence on campus		
0%	300	28
1-49%	240	22
50-100%	240	22
Size		
Small	290	23
Medium	290	22
Large	210	28
Type		
Doctoral	50	26
Comprehensive	100	24
Baccalaureate	160	22
Specialized	40	7
Two-year	430	33

Note: Details may not add to totals because of rounding.

Table A-3.--Percent of institutions using different methods of presenting drug use policies to students and parents in 1986-87, by institution characteristics: United States, 1986-87

Institution characteristic	Total number with drug use policies	Percent of institutions with policies which use presentation method[1]						
		Student catalog	Publication on drug use policy	Other institutional publication(s)	Student orientation materials	Oral presentation at student orientation	Materials to parents	Other ways[2]
All institutions	2,410	93	15	29	42	58	8	24
Control								
Public	1,080	90	17	38	40	45	5	27
Private	1,330	95	14	21	45	68	10	21
Residence on campus								
0%	610	89	13	29	33	35	1	21
1-49%	830	90	19	36	44	54	10	22
50-100%	960	97	14	22	47	75	11	27
Size								
Small	810	95	14	20	40	66	6	14
Medium	1,030	94	16	24	41	58	10	25
Large	570	87	17	48	49	45	7	35
Type								
Doctoral	150	84	31	58	53	60	15	42
Comprehensive	350	94	19	41	51	57	7	30
Baccalaureate	650	94	20	22	44	68	13	23
Specialized	320	96	3	17	41	71	12	17
Two-year	940	91	13	28	37	46	3	21

Note: Details may not add to totals because of rounding.

[1]Percentages are based on institutions with written policies concerning student drug use.

[2]Other ways include class discussions, residence hall meetings, educational programs, guest speakers, etc.

Table A-4.--Components of written drug use policies, by institution characteristics: United States, 1986-87

Institution characteristic	Have drug use policy		Percent of institutions* with policy which includes component				
	Number	Percent	State or Federal laws	Sanctions	Drug testing	Information on student rights	Separate provisions for on- and off-campus drug use
All institutions	2,410	73	56	77	7	53	12
Control							
Public	1,080	73	61	71	8	62	16
Private	1,330	74	52	81	6	45	9
Residence on campus							
0%	610	56	64	70	2	49	13
1-49%	830	73	50	76	9	54	11
50-100%	970	90	56	81	8	53	12
Size							
Small	810	66	47	82	1	50	7
Medium	1,030	78	58	75	7	48	16
Large	570	76	64	73	15	63	11
Type							
Doctoral	150	85	69	76	28	64	9
Comprehensive	350	84	64	73	14	60	6
Baccalaureate	650	92	59	79	7	47	12
Specialized	320	49	46	78	2	50	9
Two-year	940	71	52	76	2	53	15

Note: Details may not add to totals because of rounding.

*Percentages are based on institutions with written drug use policies. Percentages may add to more than 100 since drug use policies could contain more than one component.

Table A-5.--Sanctions specified in drug use policies, by distinction between use/possession and sale/distribution of drugs: United States, 1986-87

Sanctions listed	No distinction between use and sale	Sanctions for use/ possession	Sanctions for sale/ distribution
	(Percent of institutions)		
Refer to counseling	56	71	17
Loss of housing	47	46	40
Suspension	89	73	61
Expulsion	84	64	90
Refer to police	46	37	60

NOTE: Percentages are based on institutions with written drug use policies which specify sanctions of the type listed. For example, of institutions that do not distinguish between use and sale, 56 percent list "refer to counseling" as a sanction.

Table A-6.--Sanctions specified in drug use policies, by institution characteristics: United States, 1986-87

Institution characteristic	Refer to counseling	Termination of housing	Suspension	Expulsion	Referral to police
	(Percent of institutions)				
All institutions	63	51	87	87	54
Control					
Public	64	44	93	89	63
Private	62	56	83	86	47
Residence on campus					
0%	52	9	91	92	56
1-49%	60	65	86	80	55
50-100%	71	63	86	90	52
Size					
Small	49	47	84	85	43
Medium	63	54	87	90	55
Large	84	52	94	86	69
Type					
Doctoral	82	74	87	76	58
Comprehensive	89	83	94	90	79
Baccalaureate	68	55	86	87	51
Specialized	66	60	80	89	36
Two-year	46	30	88	88	53

NOTE: Percentages are based on institutions with written drug use policies which specify sanctions. Percentages may add to more than 100 because drug use policies could specify more than one sanction.

Table A-7.-Total number of drug related actions and mean number of drug related actions per 1,000 students i 1985-86, by institution characteristics: United States, 1986-87

Institution characteristic	Drug related actions in 1985-86									
	Referrals to counseling		Student tested for drugs		Suspension		Expulsion		Referrals to police	
	Total	Mean*	Total	Mean*	Total	Mean*	Total	Mean*	Total	Mean*
All institutions	13,800	2.7	24,300	1.7	1,400	0.3	800	0.4	2,700	0.3
Control										
Public	8,800	2.3	21,800	3.5	800	0.3	300	0.2	2,000	0.3
Private	5,000	2.9	2,500	0.3	600	0.4	500	0.5	800	0.4
Residence on campus										
0%	3,000	2.2	1,900	1.9	200	0.1	100	0.0	100	-
1-49%	6,100	3.0	10,400	0.7	700	0.4	400	0.7	1,200	0.3
50 - 100%	4,700	2.8	12,000	2.5	600	0.6	400	0.3	1,400	0.7
Size										
Small	2,000	3.4	1,900	1.7	300	0.6	400	0.8	200	0.3
Medium	5,300	2.5	9,900	1.9	600	0.3	400	0.2	900	0.5
Large	6,500	1.4	12,500	1.1	500	0.1	100	-	1,600	0.2
Type										
Doctoral	2,100	1.3	8,500	2.7	200	0.1	100	0.1	700	0.3
Comprehensive	3,400	1.8	4,000	0.9	400	0.2	100	0.1	800	0.3
Baccalureate	2,700	4.7	600	0.6	200	0.3	100	0.2	600	0.8
Specialized	700	1.2	11,200	6.3	-	-	100	0.2	-	-
Two-year	4,900	2.7	100	-	600	0.6	500	0.7	500	0.3

*Mean number of actions per school per 1,000 students; includes schools which reported zero actions.

- Less than 0.1.

Table A-8.--Percent of institutions reporting different rates of illegal drug use, by type of drug: United States, 1986-87

Type of drug	Unweighted N	Percentage of students				
		0-5%	6-15%	16-35%	36-50%	More than 50%
		(Percent of institutions -- weighted)				
Any illegal drugs	41	29	22	19	20	10
Marijuana	46	27	16	26	23	8
Cocaine	42	67	25	6	2	0
Illegal drugs other than marijuana or cocaine	38	81	12	5	2	0

Note: Table reflects only institutions which have conducted surveys to estimate the proportion of students using drugs. It is based on only 6-7 percent (weighted) of the schools and 7-9 percent of the sample. Because of the small number of institutions responding on these items, these estimates may not be considered statistically reliable for providing national estimates.

Table A-9.--Percent of institutions with drug testing programs, date of creation or revision, and categories of students tested, by institution characteristics: United States, 1986-87

Institution characteristic	Have drug testing program		Created or last revised (percent)[1]			Students tested (percent)[1]					
	Number	Percent	In last year	1 - 5 years ago	More than 5 years ago	None	All	Athletes	Those found in possession	Those suspected of use	Other[2]
All institutions	310	10	69	29	2	7	3	78	4	9	4
Control											
Public	200	13	65	32	3	12	4	82	1	2	4
Private	120	7	78	22	0	0	2	71	9	20	5
Residence on campus											
0%	10	1	16	84	0	0	16	84	0	0	0
1-49%	170	15	66	32	2	12	2	84	6	2	7
50-100%	120	12	81	17	2	0	3	70	2	18	2
Size											
Small	40	3	32	68	0	0	6	61	7	33	0
Medium	120	9	73	23	4	16	4	61	7	11	2
Large	160	21	76	23	1	3	3	95	1	1	7
Type											
Doctoral	70	44	64	33	3	0	3	100	3	0	11
Comprehensive	100	23	89	11	0	4	0	94	0	2	6
Baccalaureate	70	10	76	24	0	7	0	64	11	14	0
Specialized	20	3	37	39	24	12	49	12	14	27	0
Two-year	50	4	43	57	0	23	0	57	0	20	0

Note: Details may not add to totals, and percentages may not add to 100 because of rounding. Percentages may add to more than 100 for the groups of students tested, since testing programs may test more than one type of student. Because of the small number of institutions with drug testing programs, the data are not statistically reliable for comparing subgroups of institutions on the time of creation or last revision of the program, and on the groups of students tested.

[1]Percentages are based on institutions with drug testing programs.

[2]Other groups tested include members of campus organized sports, students in a drug treatment program, organizations that request testing, residential life, and those arrested or providing other medical or legal basis for drug testing.

Table A-10.--Percent of institutions facing lawsuits concerning actions on drug use, by institution characteristics: United States, 1986-87

Institution characteristic	Number of institutions	Percent of institutions facing lawsuit	
		In last year	In last five years
All institutions	3,280	0.3	0.6
Control			
Public	1,480	0.7	1.3
Private	1,800	0.0	0.1
Residence on campus			
0%	1,080	0.0	0.0
1-49%	1,130	0.9	1.3
50-100%	1,070	0.0	0.6
Size			
Small	1,210	0.0	0.5
Medium	1,310	0.4	0.8
Large	750	0.6	0.6
Type			
Doctoral	170	2.4	2.4
Comprehensive	420	0.0	0.5
Baccalaureate	710	0.0	0.9
Specialized	650	0.0	0.3
Two-year	1,330	0.4	0.4

Note: Details may not add to totals because of rounding.

Table A-11.--Percent of institutions with drug use prevention programs, date of creation or last revision, and percent conducting studies of effectiveness, by institution characteristics: United States, 1986-87

Institution characteristic	Have prevention program		Created or last revised (percent)*			Study effectiveness (percent)*	
	Number	Percent	In last year	1 - 5 years ago	More than 5 years ago	Conducted	Planned
All institutions	1,400	43	42	32	25	12	31
Control							
Public	670	45	38	33	29	17	32
Private	730	40	46	32	22	8	29
Residence on campus							
0%	280	26	41	25	34	6	13
1-49%	510	45	49	27	24	15	33
50-100%	610	57	37	41	22	13	37
Size							
Small	340	28	45	20	34	2	24
Medium	620	47	43	32	24	13	31
Large	440	58	38	42	19	19	35
Type							
Doctoral	140	81	41	38	21	33	40
Comprehensive	270	65	40	42	18	23	43
Baccalaureate	400	56	46	36	18	9	50
Specialized	200	30	29	30	42	5	6
Two-year	400	30	47	22	30	4	12

Note: Details may not add to totals, and percentages may not add to 100 due to rounding.

*Percentages are based on institutions with drug prevention programs.

Table A-12.--Activities included in drug use prevention programs, by institution characteristics: United States, 1986-87

Institutional characteristic	Total number with prevention programs	Percent of institutions with prevention program which includes activity								
		Distribution of informational literature	Display of posters	Articles in institutional publications	Presentati ns to campus groups	Presentations at student orientations	Presentations with voluntary attendance	Presentations with mandatory attendance	Elective courses	Required courses
All institutions	1,400	93	83	68	88	63	80	31	38	11
Control										
Public	670	99	92	85	90	54	81	32	46	14
Private	730	87	75	52	87	71	78	31	31	8
Residence on campus										
0%	280	88	81	63	78	50	68	15	46	11
1-49%	510	99	96	80	91	65	84	31	41	9
50-100%	610	90	74	59	91	68	82	39	32	12
Size										
Small	340	75	66	45	78	67	71	18	39	6
Medium	620	98	89	68	91	68	77	37	30	14
Large	440	99	89	84	93	53	91	33	49	9
Type										
Doctoral	140	100	90	84	97	69	91	33	69	9
Comprehensive	270	99	89	80	87	66	88	40	38	11
Baccalaureate	400	95	92	68	94	66	82	44	38	12
Specialized	200	94	56	42	84	81	87	13	24	6
Two-year	400	85	83	65	82	48	64	20	34	13

Note: Details may not add to total due to rounding. Percentages may add to more than 100 because prevention programs may include more than one activity.

Table A-13.--Percent of institutions with drug use treatment programs and date of creation or last revision, by institution characteristics: United States 1986-87

Institution characteristic	Have treatment program		Created or last revised (percent)*		
	Number	Percent	In last year	1 - 5 years ago	More than 5 years ago
All institutions	450	14	24	35	41
Control					
Public	260	18	19	40	42
Private	190	10	32	27	40
Residence on campus					
0%	60	6	19	15	66
1-49%	190	17	21	47	31
50-100%	200	18	29	28	43
Size					
Small	60	5	27	28	46
Medium	190	14	30	31	39
Large	200	27	18	40	41
Type					
Doctoral	90	56	27	36	38
Comprehensive	110	26	18	45	38
Baccalaureate	120	17	43	25	32
Specialized	40	6	0	69	31
Two-year	90	6	14	18	67

Note: Details may not add to the total, and percentages may not add to 100 due to rounding.

*Percentages are based on institutions with drug use treatment programs. Because of the small number of institutions with drug use treatment programs, the data are not statistically reliable for comparing subgroups of institutions.

Table A-14.--Elements of drug use treatment programs and existence of self-help groups on campus, by institution characteristics: United States, 1986-87

Institution characteristic	Percent of drug use treatment programs which include activity[1]						Self-help groups meet on campus[2]
	Medical evaluation	Medical treatment	Referred to community programs	Professional counseling	Peer counseling	Counseling hot line	
All institutions	59	23	93	92	44	22	30
Control							
Public	60	22	94	99	46	23	39
Private	58	26	93	83	41	20	22
Residence on campus							
0%	29	7	97	69	41	12	18
1-49%	64	32	91	96	40	19	41
50-100%	64	21	94	96	49	27	29
Size							
Small	44	21	87	70	37	0	16
Medium	63	28	92	92	38	13	34
Large	60	19	96	99	51	36	44
Type							
Doctoral	85	33	93	100	45	48	51
Comprehensive	39	15	92	98	48	25	49
Baccalaureate	64	15	88	89	52	11	43
Specialized	95	70	95	100	35	11	9
Two-year	33	12	100	77	28	9	24

[1]Percentages are based on institutions with on-campus drug treatment programs. Percentages may add to more than 100 since treatment programs may include more than one element. Because of the small number of institutions with treatment programs, data are not statistically reliable for comparing subgroups of institutions.

[2]Percentages are based on all institutions.

Table A-15.--Percent of institutions with special policies for athletes, by institution characteristics: United States, 1986-87

Institutional characteristic	Have written policy			Penalties for athletes				Drug testing	
	All students[1]	All students with special provisions for athletes[1]	Athletes only[1]	Special sanction[2]	Loss of season eligibility[3]	Permanent loss of eligibility[3]	Loss of athletic scholarship[3]	All students[4]	Athletes[4]
All institutions	91	8	0	9	96	82	73	3	78
Control									
Public	89	10	1	13	97	90	74	4	82
Private	93	7	0	6	94	68	72	2	71
Residence on campus									
0%	100	0	0	0	0	0	0	16	84
1-49%	86	13	1	14	100	81	56	2	84
50-100%	90	10	0	10	90	82	95	3	70
Size									
Small	98	2	0	2	100	100	50	6	61
Medium	89	10	1	10	100	76	62	4	61
Large	85	15	1	19	92	79	88	3	95
Type									
Doctoral	67	31	1	37	83	59	92	3	100
Comprehensive	83	17	1	23	100	92	84	0	94
Baccalaureate	86	13	1	11	100	84	76	0	64
Specialized	100	0	0	0	0	0	0	49	12
Two-year	99	1	0	2	100	100	0	0	57

[1]Percentages are based on institutions with a written drug use policy.

[2]Percentages are based on institutions which have a policy which specifies sanctions.

[3]Percentages are based on institutions with special sanctions for athletes included in their written policies. Institutions are considered to have sanctions if sanctions are listed for use/possession, sale/distribution, or both. Because of the small number of institutions which have special sanctions for athletes, data are not statistically reliable for comparing subgroups of institutions.

[4]Percentages are based on institutions which have drug testing.

Table A-16.--Selected variance estimates

Institution characteristic	Schools with written student drug use policy			Schools with drug use prevention program			Schools with on-campus drug treatment program		
	Percent	Coefficient of variation	Standard error	Percent	Coefficient of variation	Standard error	Percent	Coefficient of variation	Standard error
All institutions	73.4	3.1	2.3	42.6	5.5	2.4	13.7	8.5	1.2
Control									
Public	72.7	4.0	2.9	45.3	6.2	2.8	17.7	9.3	1.7
Private	73.9	4.6	3.4	40.5	8.9	3.6	10.4	15.7	1.6
Residence on campus									
0%	56.5	18.9	10.7	26.3	31.4	8.3	5.9	51.3	3.0
1-49%	73.5	16.5	12.1	44.9	27.2	12.2	16.8	28.2	4.7
50-100%	90.2	7.0	6.3	56.6	21.9	12.4	18.2	30.3	5.5
Size									
Small	66.3	12.1	8.0	37.0	30.6	8.5	4.8	53.2	2.6
Medium	78.5	9.0	7.0	43.8	16.8	8.0	14.4	43.0	6.2
Large	75.8	29.4	22.3	47.9	11.2	6.5	26.8	10.2	2.7
Type									
Doctoral	85.5	3.3	2.8	80.8	3.8	3.1	55.5	7.1	3.9
Comprehensive	83.6	4.3	3.6	64.7	6.6	4.3	26.1	14.4	3.7
Baccalaureate	92.0	2.6	2.4	56.4	8.5	4.8	17.0	18.4	3.1
Specialized	48.8	16.8	8.2	30.0	23.7	7.1	6.4	31.3	2.0
Two-year	70.7	4.9	3.5	29.8	12.2	3.6	6.4	26.8	1.7

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APPENDIX B

Technical Notes

Higher Education Surveys (HES)

The Higher Education Surveys (HES) system was established to conduct brief surveys of higher education institutions on topics of interest to Federal policy makers and the education community. The system is sponsored by the National Science Foundation, the U.S. Department of Education, and the National Endowment for the Humanities.

HES questionnaires typically request a limited amount of readily accessible data from a subsample of institutions in the HES panel, which is a nationally representative sample of 1,093 colleges and universities in the United States. Each institution in the panel has identified a HES campus representative, who serves as survey coordinator. The campus representative facilitates data collection by identifying the appropriate respondent for each survey and distributing the questionnaire to that person.

Survey Methodology, Drug Use Policies Survey

This survey on policies of higher education institutions concerning student drug use was conducted at the request of the U.S. Department of Education (ED). The information was collected to discover what colleges and universities have been doing in response to student use of illegal drugs.

The sample for this survey consisted of half of the HES panel. The questionnaire and cover letter were mailed to these 546 institutions on October 31, 1986. Responses to the questionnaire were collected through telephone interviews over the period November 10, 1986 through December 17, 1986. Data were adjusted for questionnaire nonresponse and weighted to national totals.

An overall response rate of 98 percent was obtained from the 546 eligible institutions. The response rate among public and private institutions was similar (99 percent and 97 percent, respectively). The response rate by type of institution also did not vary much, ranging from 100 percent among baccalaureate schools to 96 percent among specialized schools.

Reliability of Survey Estimates

The findings presented in this report are estimates based on the sample from the HES panel and, consequently, are subject to sampling variability. If the questionnaire had been sent to a different sample, the responses would not have been identical; some figures might have been higher, while others might have been lower. The standard error of a statistic (an estimate of the sampling variation) is used to estimate the precision of that statistic obtained in a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the average result of these samples in 95 percent of the cases. An interval computed in this way is called a 95 percent confidence interval.

Appendix Table A-16 presents coefficients of variation for selected questionnaire items. The coefficient of variation, a measure of relative error, is obtained by dividing the standard error of the estimate by the estimate. For example, an estimated 73.4 percent of colleges and universities had a written policy on student drug use; the coefficient of variation for this estimate is 3.1 percent. The standard error is 2.3 (73.4 times .031), and the 95 percent confidence interval is 73.4 $\pm$ 4.5 (73.4 $\pm$ 1.96 times 2.3). Therefore, in at least 95 percent of all possible samples, between 68.9 percent and 77.9 percent of colleges and universities would have indicated that they had a written policy on student drug use.

School Type Relationships

The data in this report are presented as "total" figures, which represent all kinds of schools grouped together, and are also broken down by institutional control, school size, institutional "type", and residence on campus. These classifications are:

- Institutional control
  - Public
  - Private

- School size (based on 1983-84 institutional enrollments as recorded in the HEGIS file)
  - Small: less than 1,000 students
  - Medium: 1,000 - 4,999 students
  - Large: 5,000 or more students
- Institutional type (based on the U.S. Department of Education's HEGIS classifications)
  - Doctorate-granting: institutions characterized by a significant level and breadth of activity in and commitment to doctoral-level education as measured by the number of doctorate recipients and the diversity in doctoral-level program offerings.
  - Comprehensive: institutions characterized by diverse postbaccalaureate programs (including first-professional) but do not engage in significant doctoral-level education.
  - Baccalaureate: institutions characterized by their primary emphasis on general undergraduate, baccalaureate-level education, and are not significantly engaged in postbaccalaureate education.
  - Specialized: institutions which offer degrees only in a limited number of professional or specialized areas, such as law, medicine, divinity, or business.
  - Two-year: institutions that confer at least 75 percent of their degrees and awards for work below the bachelor's level.
- Residence on campus (based on responses recorded in the questionnaire)
  - 0%: no students live in campus housing though there still may be campus-affiliated housing not covered here.
  - 1-49%: between 1 and 49 percent of students live in campus housing.
  - 50-100%: 50 to 100 percent of students live in campus housing.

As can be seen in Figures A-1 through A-6, these institutional characteristics are related to each other:

- Among doctoral schools, 89 percent are large, and 64 percent are public.
- Among comprehensive schools, 59 percent are large, 40 percent are medium; 61 percent are public.
- Among baccalaureate schools, 41 percent are small, 58 percent are medium; 83 percent are private.
- Among specialized schools, 75 percent are small, and 89 percent are private.
- Among two-year schools, 70 percent are public.
- Among public schools, 43 percent are large, 46 percent are medium; 63 percent are two-year.
- Among private schools, 58 percent are small, 35 percent are medium; 33 percent are baccalaureate.
- Among small schools, less than 1 percent are doctoral or comprehensive, and 87 percent are private.
- Among large schools, less than 2 percent are baccalaureate schools, and 84 percent are public.
- Among schools where 50 percent or more of students live on campus, 81 percent are private; 45 percent are small; and 41 percent are medium.
- Among schools where no students live on campus, 79 percent are two year, and 65 percent are public.

Because of these interrelationships, response patterns for certain school types resemble each other. For example, small schools, private schools, and baccalaureate schools often show similar responses, as do large schools, public schools, and two-year schools.

Figure A-1

Percent of each type of institution that are public and private: United States, 1986-87

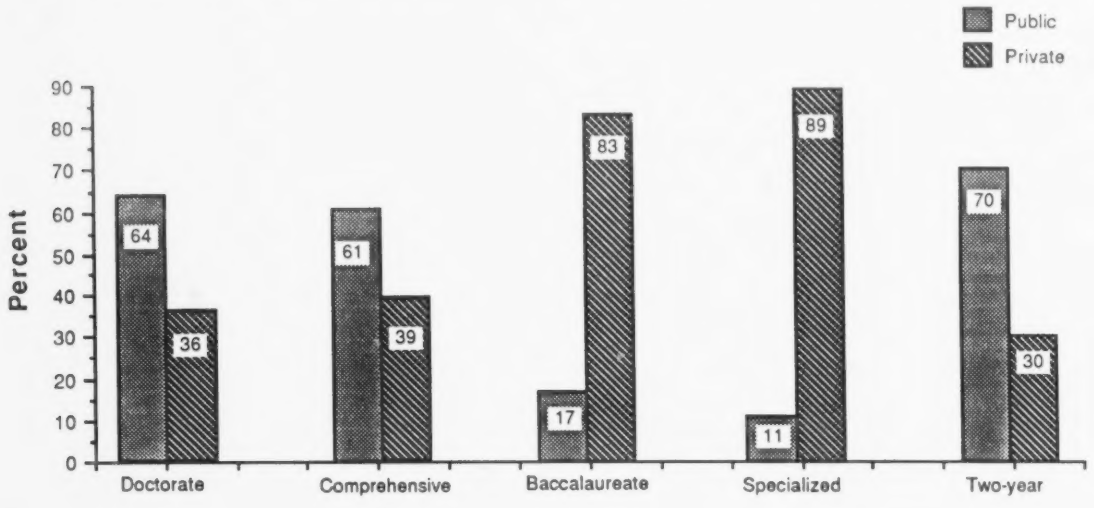


Figure A-2

Percent of each type of institution that are small, medium, and large: United States, 1986-87

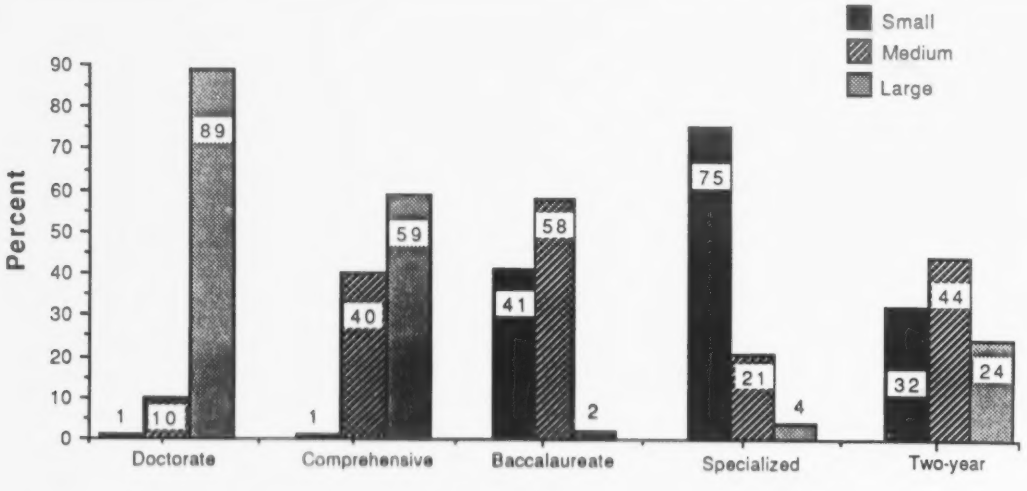


Figure A-3

Percent of each size of institution that are public and private: United States, 1986-87

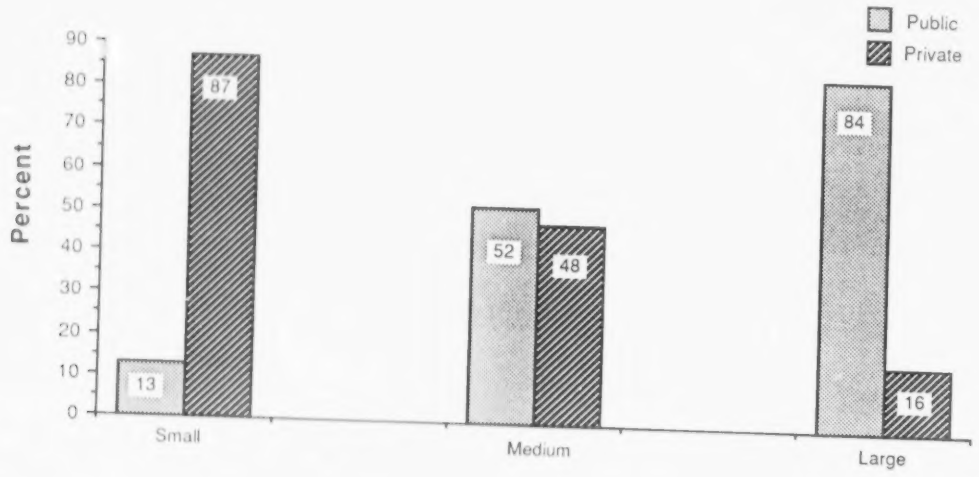


Figure A-4

Percent of each size of institution that are doctoral, comprehensive, baccalaureate, specialized, and two-year: United States, 1986-87

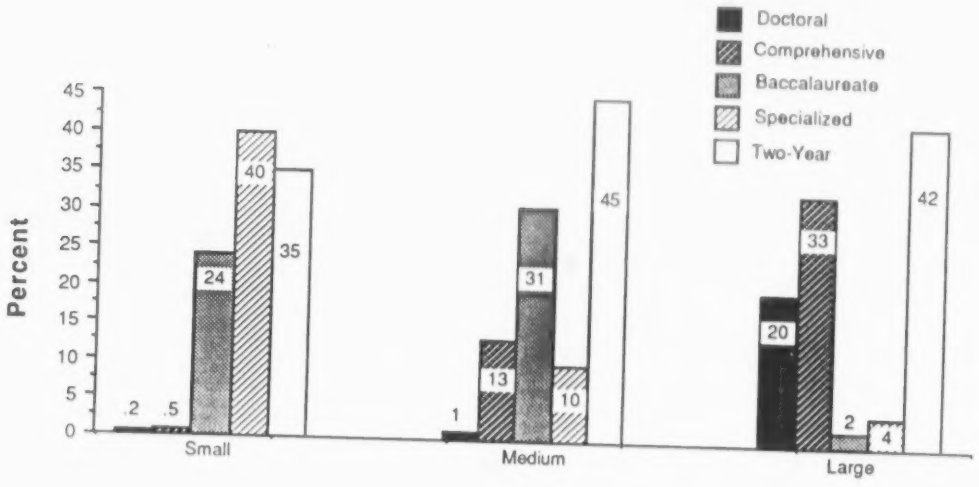


Figure A-5

Percent of public and private institutions that are doctoral, comprehensive, baccalaureate, specialized, and two-year: United States, 1986-87

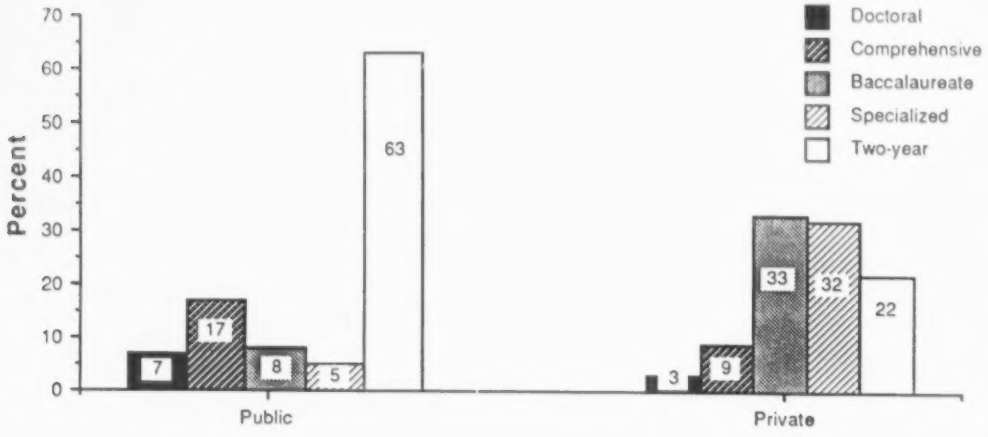
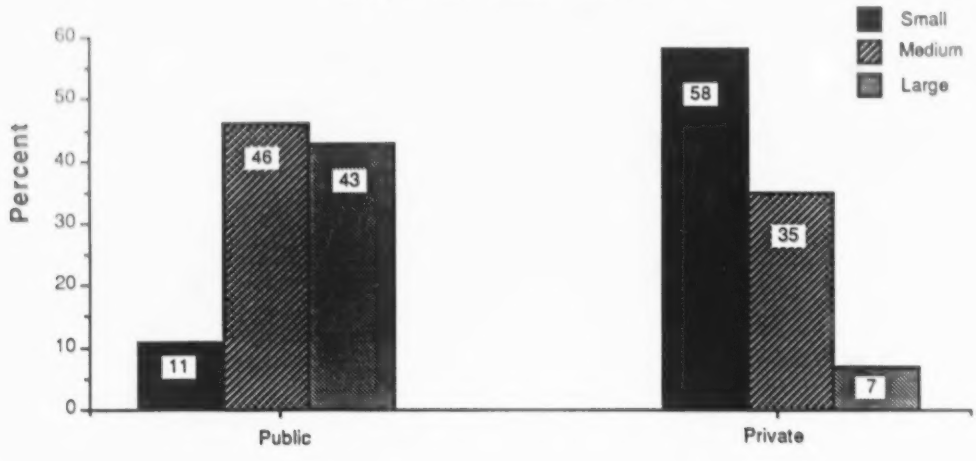


Figure A-6

Percent of public and private institutions that are small, medium, and large: United States, 1986-87



APPENDIX C

Survey Questionnaire

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY FOR PLANNING, BUDGET AND EVALUATION

OCT 29 1986

Dear Colleague:

I am writing on behalf of the U.S. Department of Education to request your assistance in an important study. As I am sure you are aware, there has been considerable attention focused in recent months on the problem of drug abuse among our young people. The Department is very concerned with this problem and is in the process of collecting information on current and planned efforts to address student drug abuse.

We have requested this Higher Education Survey for the purpose of learning about some of the drug abuse policies and drug abuse prevention programs currently in place in the Nation's higher education institutions. These data will enable the Department to disseminate information to the higher education community and to policymakers considering possible approaches to addressing the problem of drug abuse among young adults.

We would very much appreciate your assistance in this important endeavor. Thank you.

Sincerely,

Bruce M. Carnes
Deputy Under Secretary for
Planning, Budget and Evaluation

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Higher Education Surveys

OMB # 3145-0009
Exp. 3/31/87

SURVEY #4

POLICIES AND PROCEDURES CONCERNING ILLEGAL DRUG USE BY STUDENTS

A. INSTITUTIONAL POLICY

1. Does your institution have an explicit, written policy on the use of illegal drugs by students?
   ____Yes (*continue*) ____No (*skip to #2*)

   1a. Please indicate which students are covered by your drug use policy. (CHECK ONLY ONE)
   - ____ All students
   - ____ All students, with special provisions/regulations for athletes
   - ____ Athletes only

   1b. When was your drug use policy established or last revised (whichever is more recent)?
   - ____ In the last year
   - ____ One to five years ago
   - ____ More than five years ago

2. Are you planning to institute a new or revised drug use policy in the next year?
   - ____ Yes, policy currently in development
   - ____ Yes, but policy not yet in development
   - ____ No

   2a. Please indicate which students will be covered by your new or revised drug use policy. (CHECK ONLY ONE)
   - ____ All students
   - ____ All students, with special provisions/regulations for athletes
   - ____ Athletes only
   - ____ Unknown at this time.
   - ____ Not applicable, not instituting a new or revised policy

NOTE: *If your institution does not currently have a drug use policy, skip to #7. If it does currently have a drug use policy, continue with #3.*

3. Please indicate in which of the following ways your drug use policy was published/presented in the 1985-86 school year, and so far in the 1986-87 school year. (CHECK ALL THAT APPLY)

	1985-86	1986-87
a. Student catalog/handbook		
b. Publication/brochure specifically addressing drug use policy		
c. Other institutional publication(s)		
d. Student orientation materials		
e. Oral presentation at student orientation		
f. Letter or other materials sent to parents of students		
g. Other ways (Specify): _____		

4. Which of the following are specified in your drug use policy? (CHECK ALL THAT APPLY)

____ a. State or Federal laws/penalties concerning illicit drug use
____ b. Sanctions to be imposed in cases of drug violations
____ c. Drug testing policy/procedures
____ d. Information on student rights
____ e. Separate provisions for on- and off-campus drug use

NOTE: *If your drug use policy does not specify sanctions to be imposed in cases of drug violations, check here ____ and skip to #7.*

5. Please indicate below the actions/sanctions specified in your drug use policy in cases of use/possession and in cases of sale/distribution.
____ *Check here if your policy does not distinguish between use/possession and sale/distribution, and record responses under "use/possession."*

Action/Sanction	Use/Possession	Sale/Distribution
a. Referral to counselling or treatment		
b. Termination of campus housing contract		
c. Suspension		
d. Expulsion		
e. Referral to police		

6. Does your drug use policy contain any special actions/sanctions that apply in drug use cases involving student athletes?
____ Yes (*continue*) ____ No (*skip to #7*)

6a. Please indicate below the special actions/sanctions for student athletes specified in your drug use policy in cases of use/possession and in cases of sale/distribution.
____ *Check here if your policy does not distinguish between use/possession and sale/distribution, and record responses under "use/possession."*

Action/Sanction	Use/Possession	Sale/Distribution
a. Loss of season eligibility		
b. Permanent loss of eligibility		
c. Loss of athletic scholarship		
d. Other (Specify):_____ _____		

B. DRUG ABUSE PREVENTION PROGRAM

7. Does your institution have a drug use/abuse prevention program?
____ Yes (*continue*) ____ No (*skip to #11*)

7a. When was your drug use/abuse prevention program established or last revised (whichever is more recent)?

____ In the last year
____ One to five years ago
____ More than five years ago

8. Please indicate which of the following activities are included in your drug use/abuse prevention program, and in what year they were instituted.

	Included in program	Year instituted
a. Distribution of informational literature, such as brochures		
b. Display of posters and similar materials		
c. Articles in institutional publications, e.g, campus newspaper		
d. Presentations to campus groups		
e. Presentations at student orientation		
f. Seminars/presentations at which attendance is voluntary		
g. Seminars/presentations at which attendance is mandatory		
h. Elective courses in substance abuse		
i. Required courses in substance abuse		

9. Has your institution conducted any studies for the purpose of evaluating the effectiveness of the drug use/abuse prevention program?

____ Yes, survey of students/program participants
____ Yes, study of change in numbers of disciplinary occurrences
____ No

10. Do you plan to conduct such a study in the next year?

____ Yes ____ No

11. Does your institution have any ongoing cooperative efforts with the police, local business, or community groups concerning drug use/abuse prevention, education, or treatment?

____ Yes ____ No

C. DETECTION PROGRAMS

12. Does your institution have a drug testing program?

____ Yes (*continue*) ____ No (*skip to #14*)

12a. When was your drug testing program established or last revised (whichever is more recent)?

____ In the last year
____ One to five years ago
____ More than five years ago

13. For which students is submitting to a drug test required? (CHECK ALL THAT APPLY)

____ a. None
____ b. All students
____ c. Athletes
____ d. Students found in possession
____ e. Students suspected of use
____ f. Other students (Specify):_____

_____

14. Does your institution conduct room searches for drugs?
____ Yes ____ No ____ Not applicable

D. DRUG ABUSE TREATMENT PROGRAM

15. Does your institution have an on-campus drug abuse treatment program?
____ Yes (*continue*) ____ No (*skip to #17*)

15a. When was your drug abuse treatment program established or last revised (whichever is more recent)?
____ In the last year
____ One to five years ago
____ More than five years ago

16. Please indicate all of the items below which are included in your drug abuse treatment program.

____ a. medical evaluation
____ b. medical treatment (e.g., detoxification)
____ c. referral to treatment programs in the community
____ d. counselling by health, mental health, or substance abuse professionals
____ e. peer counselling by students
____ f. counselling "hot line"

17. Do self-help groups concerned with drug abuse meet on your campus?
____ Yes ____ No

E. EXTENT OF DRUG USE

18. Have any surveys been done to estimate the proportion of your students who use drugs?
____ Yes (*continue*) ____ No (*skip to #19*)

18a. In what year was the most recent study conducted? 19___

18b. According to the survey, what proportion of your students have used the following types of drugs in the last year?

	<5%	6-15%	16-35%	36-50%	>50%
a. Any illegal drugs					
b. Marijuana					
c. Cocaine					
d. Illegal drugs other than marijuana or cocaine					

19. Do you plan to conduct any surveys in the next year to estimate the proportion of your students who use drugs?
_____ Yes _____ No

20. Please estimate the number of times the following occurred at your institution in the 1985-86 academic year, and so far this academic year.

	1985-86	1986-87
a. Student referred to counselling/ treatment for drug abuse		
b. Student tested for drugs		
c. Student suspended for drug violation		
d. Student expelled for drug violation		
e. Student referred to police for drug violation		

F. LAWSUITS

21. Have any lawsuits been filed against your institution concerning the institution's drug use policies or procedures (e.g., suits based on invasion of privacy, denial of due process, or illegal search and seizure)?

a. In the last year ____ Yes ____ No

b. In the last five years ____ Yes ____ No

G. ABOUT YOUR INSTITUTION

22. Which of the following best describes the area in which your institution is located?

____ Urban ____ Suburban ____ Rural

23. What proportion of your students live in campus housing, including dormitories, fraternities and sororities? _____ %

24. Does your institution have an explicit, written policy on the use of illegal drugs by faculty and staff?

____ Yes ____ No

PERSON COMPLETING FORM:

NAME: _____ PHONE: _____

TITLE/DEPARTMENT: _____